



DIBELS LEADERSHIP INSTITUTE APPLICATION

Arizona READS . . . challenges all educators to participate in a statewide collaborative effort to make this vision a reality: Every Arizona child will learn to read proficiently by third grade and remain a proficient reader beyond the twelfth grade.

Teacher quality is a key component to achieving the goal of AZ READS in order to ensure that “all students are taught to read by teachers who are well prepared to apply the research base of effective reading instruction”. (Learning First Alliance, 1998)

To support this effort the Arizona Department of Education is offering its first
DIBELS Leadership Institutes for the School Year 2004/05.

Intended audience: District/school personnel responsible for the professional development of K–3 teachers, K–12 Special Education teachers and instructional support personnel

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Leadership Institute

The DIBELS Leadership Institute is designed primarily for staff developers and school leaders with experience and background in teaching and assessing reading. This five-day training presented by Dr. Carrie Hancock and colleagues of ADE’s Standards-Based Teaching & Learning Section will focus on the administration, scoring, interpretation and use of DIBELS assessment measures within a comprehensive scientifically based reading program. Participants who wish to receive a Certificate of Content Knowledge will be asked to complete a written, take-home exam at the conclusion of the Leadership Institute.

To participate in this certification process each trainee will be required to accomplish the following:

- Attend **all** five days of the Leadership Institute
- Pass the take home exam
- Co-present with an existing Certified DIBELS Trainer

Upon successful completion of all Institute content requirements participants will:

- Understand DIBELS training requirements;
- Reliably administer and score DIBELS measures;
- Use DIBELS Data Management System;
- Organize a school wide assessment system;
- Interpret, analyze and use data for instructional decision making;
- Present one DIBELS measure to small group and
- Earn certification to administer, score, manage, interpret, and use DIBELS.

NOTE: Participants will NOT be certified to train other trainers in DIBELS

Eligibility:

DIBELS Leadership Institute: Because the Arizona Department of Education is sponsoring these Institutes to build capacity within our state, only representatives from districts who have responsibility for the professional development of K-3 teachers are encouraged to enroll. Given the content and design of the Institutes, enrollment in the cohort is limited to 50 and is reserved for candidates meeting **one or more of the** following criteria:

The candidate is currently responsible for staff development in one or more of the following areas:

- K–3 early reading development;
- K–8 reading;
- K–3 early literacy;
- K–8 assessment; **or**
- Instruction at an institution of higher education to under-graduate, post-baccalaureate, or graduate level students



Registration:

Trainee Applications will be reviewed upon receipt and notification will be provided by e-mail. Trainees meeting the criteria will be admitted to a cohort on a first-come-first-served basis. *(The training will be closed when enrollment reaches capacity.)*

DIBELS Leadership Institute

Please select an Institute by checking the box: Fall 2004 ☐ or Winter 2005 ☐

Applicant Name:

Affiliation ☐ Local Educational Agency ☐ County Schools Office ☐ School
(check one):

Mailing Address:

Street City Zip

Telephone No.:

Fax:

E-mail Address:

Current Position Title:

Please describe your responsibilities:

Please describe your experience with DIBELS and/or other early reading assessments:



Statement of Assurances (COMPLETE THIS SECTION)

By checking the boxes below the applying trainee assures the ADE that they:

- ☐ are providing, or shall begin providing professional development at a local educational agency, county schools office or institution of higher education **and**
☐ will attend **all** 5 days of the DIBELS Institute.

Applicant's Signature

Date

DEADLINES:

FALL 2004 DEADLINE: August 31, 2004 (*Institute will be closed when enrollment reaches capacity.*)

WINTER 2005 DEADLINE: January 4, 2004 (*Institute will be closed when enrollment reaches capacity.*)

You may fax this trainee application to Donna Perrigo at 602-364-0902 **or** you may mail to
Arizona Department of Education
Reading First Program Office
1535 W. Jefferson, Bin 5
Phoenix, AZ 85007

Fall 2004– All applications must be received by 5:00 pm on August 31, 2004.
Winter 2005 – All applications must be received by 5:00 pm on January 4, 2005



Fall 2004 Institute Information:

Location:	Black Canyon Conference Center 9440 N. 25 th Ave. Phoenix, AZ 85021 (602) 944-0569	
Cost:	\$50.00	<i>This includes daily continental breakfast, lunches, refreshment breaks, participant manual, and presenter kit. Participants are responsible for their own travel and lodging.</i>
Dates:	Institute I	September 7 & 8, 2004
	Institute II	September 27, 28, & 29, 2004

Winter 2005 Institute Information:

Location:	Black Canyon Conference Center 9440 N. 25 th Ave. Phoenix, AZ 85021 (602) 944-0569	
Cost:	\$50.00	<i>This includes daily continental breakfast, lunches, refreshment breaks, participant manual, and presenter kit. Participants are responsible for their own travel and lodging.</i>
Dates:	Institute I	January 11 & 12, 2005
	Institute II	February 1, 2, & 3, 2005

“I suggest that diverse learners face on a daily basis the tyranny of time, in which the educational clock is ticking while they remain at risk of falling further and further behind in their schooling. I maintain that we should not spend any more time and effort determining or assigning fault for why diverse youngsters are failing, or which approach is the “right” approach to literacy instruction. Rather, we ought to move forward by designing, implementing, and validating instructional programs and interventions for children with diverse learning and curricular need.”(p.376)

Kame’enui, E.J. (1993). Diverse learners and the tyranny of time: Don’t fix blame; fix the leaky roof. The Reading Teacher, 46, 376-383.